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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: a television course designed to improve community college students' writing skills; Christian humanism and the teaching of English; a folklore curriculum for junior high school students using Ghanaian folklore; an analysis of the components of the job of teaching college English; the status of humanities courses in Virginia secondary schools; the use of visual and audiovisual aids in the teaching of English; the interaction of teacher verbal aptitude and personality characteristics with pupil verbal ability and achievement; an analysis of the discourse structure of the English classroom; the Personal Sources Model of teaching, designed to make teaching a conscious activity; a model curriculum for community college-bound high school English students; innovative methods for teaching creative writing and literature; and the background of the first national curriculum report in the United States, the "Report of the Committee of Ten" (1892), and its Conference on English. (GW)

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CHRISTIAN HUMANISM AND THE TEACHING OF ENGLISH

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EVALUATION OF TEACHING ENGLISH BY OPEN-CIRCUIT TELEVISION IN A COMMUNITY COLLEGE

Order No. 7803925

AGLER, Linda Sonna, Ph.D. University of Illinois at Urbana-Champaign, 1977. 170pp.

Seven studies were conducted at the Dallas County Community College District in the spring semester of 1976 to evaluate the English T.V. course "Writing for a Reason."

Study 1 examined characteristics of students enrolled in T.V. and twelve on-campus classes serving as the control. From analysis of responses of a random sample of 100 T.V. and 100 control group students to a researcher-developed questionnaire, it was determined that the two groups of students differed along nine of the fourteen dimensions examined. Chi-square tests of independence revealed significant associations between course of enrollment and past educational attainment, educational aspiration, reason for enrolling in English, occupational status ($p < .05$); tests of proportions indicated significant differences in percentages of males, married students, Caucasians, veterans, and full-time students enrolled in the two courses ($p < .05$). It was concluded that the T.V. course is reaching a distinct population from that served by traditional on-campus courses.

Study 2 examined student attainment of eight composition objectives. T.V. and control group students (as in Study 1) submitted themes at the beginning and end of the semester. A random sample of 100 T.V. and 100 control group students were selected for the data analysis. Papers were graded in eight composition areas by blind raters. Correlated t-tests indicated T.V. students significantly improved their scores in all eight composition areas ($p < .05$). Due to the high attrition rate in the T.V. course, no conclusions regarding the relative achievement of students in T.V. and on-campus classes were drawn. It was concluded that the T.V. course helped students to significantly improve their writing skills.

Study 3 examined student success based on final grades. Mean grades of all T.V. and on-campus students were obtained from student records. Mean grades were not significantly different, but significantly more on-campus students were classified as successful due to the lower attrition rate in on-campus sections ($p < .001$).

Study 4 examined grades achieved by English 101 T.V. and on-campus students in their English 102 course to assess the ability of the T.V. course to prepare them for success in future English courses. Students that had taken English 101 by T.V. achieved significantly higher mean grades ($p < .05$) in English 102. There was no significant difference in the proportion of students classified as successful in English 102.

Study 5 examined pre- to post-course changes in T.V. and control group attitudes toward the subject matter, self-concept of writing ability, and method of instruction using Semantic Differential scales. The control group was the same as in Study 1. T.V. students did not significantly improve their attitudes toward the subject matter or method of instruction. Self-concept of writing ability did improve ($p < .01$).

Study 6 examined responses to a researcher-developed final course evaluation. T.V. students ranked the study guide as the most important course component, followed by the writing consultant, T.V. programs, and textbook. Measures of course satisfaction indicated T.V. students were satisfied with the method of instruction they received. Course weaknesses uncovered included lack of sufficient individual help with writing and difficulty obtaining answers to questions.

Study 7 examined course perceptions of attriters from the T.V. course via a researcher-developed questionnaire. The return rate (23%) was too low to draw definitive conclusions but there were some indications that students withdraw due to personal rather than course-related problems.

It was recommended that the course continue to be offered as an instructional alternative to traditional on-campus instruction.

CHRISTIAN HUMANISM AND THE TEACHING OF ENGLISH

Order No. 7804639

ANDERSON, Timothy Paul, Ph.D. The University of Michigan, 1977. 301pp. Chairman: G. Max Wingo

The role of the teacher in western civilization has historically been a controversial one. In ancient Athens, Socrates battled against the schools of the Sophists; in ancient Judea, Jesus battled against the Pharisees. Controversy over teaching has continued through the millennia, even to our own day where Progressive and Traditionalist are frequently involved in educational debates. Throughout the controversies, the question of the role of the teacher remains central to the educational process: What should the quality of the teaching be? What qualities should the teacher possess?

Modern educators wrestle with these questions in a variety of ways, but always their decisions reflect a particular world view, a particular philosophy. Consequently, I decided that for the teacher to fully understand what his role should be, he should investigate the wisdom of the ages, the thoughts of man that have determined the course of the civilization that he might better determine his own beliefs. In this way, the individual's teaching might reflect an inner unity of thought and action, might reflect the teacher's own personal beliefs about himself and his relationship to the cosmos. For I maintain that whatever one believes, he should attempt to practice. The logic that I use to effect this union of idea and reality is the logic of "pragmatic implication," a logic that has its validity measured by the actions that are inspired by the ideas.

The exemplum that I use is an investigation of my own world view. This investigation begins with a brief foray into epistemology and a wrestling with the dilemmas of nominalism and Platonic extreme realism. I arrive at an epistemology that is a synthesis of Plato's extreme realism and Aristotle's moderate realism. This is accomplished through an ontological investigation that is an amalgam of Aristotelian and Christian teaching as synthesized by St. Thomas Aquinas. From this a general cosmological framework is developed that provides me with an explanation of my relationship to the corporeal and the incorporeal cosmos.

From this general Christian Humanist base, I then explore a philosophy of education that reflects my cosmological framework. This philosophy partakes heavily of the work of Jacques Maritain. This general philosophy provides the foundation for my exploration of the pragmatic implications of this world view to the teaching of English.

The practicum that I develop to illustrate these pragmatic implications is a course in writing and Shakespeare that I taught to freshmen. The illustration is developed by a summary of ideas that precipitated the actual classroom activities which are demonstrated through the replication of lesson plans. While the classroom activities are designed to take advantage of the natural powers of the intellect and to foster their growth, emphasis is also placed on the classroom atmosphere which is one of philea, one of gentle but firm guidance that the students and the instructor might all grow in the way of goodness.

While many of the ideas discussed in this dissertation are ancient, their power remains great, for they are ideas that have molded western man. If man is to continue to grow, individually as well as collectively, he needs to examine where he has come from that he might know where he should go.

A FOLKLORE CURRICULUM FOR JUNIOR HIGH SCHOOL YOUTH: GHANAIAN FOLKLORE

Order No. 7730606

COVERDALE, Carolyn Greene, Ed.D. University of Massachusetts, 1977. 297pp. Director: George E. Urch

The purpose of this study was to construct folklore curriculum for junior high school utilizing Ghanaian Folklore. The curriculum was characterized by a fourteen step research procedure which evolved during the development process instead of being predetermined. However, the fourteen step procedure adapts Ralph Tyler's basic principles: objectives, learning experience, organization of units and evaluation.

The first step established the purpose for developing folklore curriculum. Having established purpose the investigator identified the needs for folklore curriculum tailored for junior high school youth. From the needs evolved a general goal for folklore curriculum which incorporated the materials of folklore. The materials of folklore are oral literature, material culture, social folk customs and performing folk arts. The objectives were then derived from the nature of the folklore materials to be pursued in the classroom. An objective was written for each item of folklore, commonly called a genre. The objectives were designed in behavioral terms and highly specific in order to assist teachers in accomplishing the goal of folklore curriculum. From the objectives evolved a measurement technique in the form of a pretest questionnaire. The pretest questionnaire was composed of selected test items based on the objectives to determine what folklore students already knew. Results from use of the pretest were used to select and arrange objectives for implementation of the folklore curriculum. After the objectives were selected and arranged, the content for the folklore curriculum was developed. The folklore curriculum was packaged with the inclusion of a Teacher's Manual. The curriculum then received a preliminary testing. The preliminary testing provided data to measure student performance. From the data collected in the preliminary testing revisions were made for the final curriculum used with the sample of thirty-six junior high school students.

The fourteen steps are: 1. Purpose of Curriculum. 2. The Need for Folklore Curriculum. 3. Identifying Goal of the Folklore Curriculum. 4. Developing Performance Objectives Based on Subdivisions of the Curriculum. 5. Development and use of Pretest to Ascertain Existing Student Knowledge about Folklore. 6. Analysis of data from use of Pretest to make Decisions. 7. Selection and Arrangement of Select Aspects in Ghanaian Folklore Curriculum Content. 8. Process for Development of Learning Activities. 9. Content Validity. 10. Package of Curriculum. 11. Teacher's Manual. 12. Preliminary Testing. 13. Analysis of Data from the Preliminary Testing. 14. Curriculum Revision.

A main concern of the study was to identify the effectiveness of folklore curriculum among students in the sample.

The two research questions of the study were: 1. How effective has the curriculum been in achieving the desired unit objectives? 2. What were the factors that helped or hindered the effectiveness of the curriculum?

The findings revealed through an analysis of data that the curriculum was ineffective in achieving the desired unit objectives. One major factor which has been identified as hindering to the curriculum's effectiveness was the over-reliance on the use of performance objectives too specific and highly behavioral limited students from inquiring further into folk materials.

Analysis of the findings suggests the Ghanaian Folklore Curriculum be improved in several areas, specifically on the ordering of steps in the process and the choice of materials used for content. Recommendations are provided in the summary for future research to improve the curriculum's process and content.

A COURSE ON TEACHING COLLEGE ENGLISH BASED UPON A JOB ANALYSIS AND A CONTENT ANALYSIS

Order No. 7803913

FINDLEN, George Louis, III, Ed.D. Ball State University, 1977. 195pp. Adviser: Dr. Keith D. Cox

The literature on the Ph.D. and on the preparation of college teachers reveals a century-long criticism of the Ph.D. as preparation for college teaching. Elements both within and without the profession of English have called for more attention to be paid to preparation for college teaching. The profession itself is undecided as to what preparation for the college teaching of English should involve. Thus, the problem dealt with in this study is the following: What do college teachers of English need to know and be able to do as teachers? The goal of this study is to answer the question and to use the resulting information as the basis for a course on Teaching College English.

When developing a course or a program of professional training, there are, basically, two sources of information to draw from: (1) what people do when performing the task or job you wish to prepare others to do, and (2) what experts in the area call for. Since no single information source is adequate by itself, both are drawn from. Thus, a job analysis was done to determine what college teachers of English teaching predominantly lower division English, actually do as teachers. Likewise, a content analysis of the books and articles on teaching college English was done to determine what is most often recommended for inclusion in a course on Teaching College English.

The purpose of the job analysis was two-fold: (1) to construct a comprehensive list of the tasks performed by college teachers of English in their capacities as instructors, and (2) to determine which of these tasks the prospective college teacher of English can best learn to do with the assistance of preservice training.

Fifteen faculty members and fifteen doctoral students at two Indiana Institutions were queried regarding the frequency, difficulty, importance, and desirability for training of twenty-nine tasks. Scores assigned to answers permitted ranking the tasks from highest to lowest.

The purpose of the content analysis was (1) to identify what those who write about the preparation of college teachers of English believe they need to know and be able to do as teachers, (2) to classify beliefs, and (3) to rank them in order of the frequency of their appearance.

Assertions dealing with what is done for, during, and because of instructional contact were recorded, grouped under twenty-one headings. The groups were then ranked according to the number of assertions in them.

The data from both the job analysis and the content analysis was used as the basis for a course on Teaching College English which was developed using an instructional systems approach.

THE STATUS OF HUMANITIES COURSES IN VIRGINIA SECONDARY SCHOOLS

Order No. 7800451

GRAHAM, Anne Smith, Ed.D. University of Virginia, 1977. 74pp.

The focus of this study centered on the current status of humanities courses in the secondary schools of Virginia. Questions it attempted to investigate included these: 1. What is the quantitative nature of these courses – how many schools, instructional personnel, and students are involved? 2. What are the sources of content and the substance of these humanities courses? 3. What organizational procedures and methods are employed in these courses? 4. What is each teacher's (or director's) general assessment of the particular humanities course with which he is allied, and what are his opinions with regard to the status of humanities programs in general?

A listing of Virginia secondary schools was used to construct a mailing list for questionnaires sent to the director of humanities in each school. A 100% return of the questionnaire forms was achieved. Although the purposes of this investigation were descriptive in nature, the study may be viewed as heuristic in that questions and speculations about many aspects of humanities education were raised.

VISUAL LITERACY, MEDIA LITERACY AND MASS COMMUNICATIONS FOR ENGLISH INSTRUCTION

Order No. 7805287

JOHNSON, Bruce David, Ph.D. Northwestern University, 1977. 187pp. Director: Wallace W. Douglas

This study examines the use of visuals and audiovisuals in English education. Two terms that have appeared frequently in English education and media education literature, "visual literacy" and "media literacy," are analyzed. The first, visual literacy, is the subject of the first section of the dissertation. A systematic review of visual literacy is presented, discussing the origins of the term, the theories on which visual literacy advocates base their definitions, the organization which supports research and disseminates information on visual literacy, (the International Visual Literacy Association), and the many definitions of visual literacy that have appeared in the literature.

Of particular importance to the study is the question, "Does visual literacy apply to the teaching of English?" Though the analysis of visual literacy offers some rather skeptical conclusions, information is provided in subsequent sections of the dissertation that supports the notion of an expanded definition of literacy, a definition that would encourage the study of nonprint as well as print forms of communication. "Media literacy," a term that is used frequently in the dissertation, describes an expanded definition of literacy. More specifically, the term concerns the teaching of (and the state of having learned) critical viewing and listening skills that would encourage intelligent written and oral responses to nonprint media.

The study also analyzes some theories of mass communications, including some comments on the "mass audience," mass media criticism, (particularly television criticism), and mass media production. Support for including mass communications study in English classes is documented.

Also included in the study are several examples of the ways in which film and other nonprint media can be used in teaching composition. A summary of the composing process is presented, with comparisons made between writing and media production processes.

THE INTERACTION OF SECONDARY TEACHER VERBAL APTITUDE AND PERSONALITY CHARACTERISTICS WITH PUPIL VERBAL ABILITY AND STUDENT ACHIEVEMENT

Order No. 7802770

KENDALL, Marian Scott, Ph.D. Kent State University, 1977. 206pp. Director: Marvin S. Kaplan

The purpose of this study was to investigate the relationships and interactions between teacher verbal aptitude, selected teacher personality characteristics, and student verbal ability as these variables were associated with pupil achievement in English and arithmetic at the secondary level. It was hoped the results of the study would give direction to the hiring and placement of teachers by identifying those teacher characteristics which were associated with pupil achievement. The Miller Analogies Test was chosen to measure teacher verbal aptitude; the Edwards Personal Preference Schedule was chosen to measure six personality traits which were judged to be associated with an orderly, systematic and businesslike approach to teaching. These were EPPS n achievement, n deference, n order, n intraception, n endurance and n aggression. Student verbal ability was measured by the Lorge-Thorndike Intelligence Test and Student Achievement was measured by the Iowa Test of Basic Skills and the Test of Academic Progress.

The study took place in a middle class suburban school system in northeastern Ohio. During a 3 year period, 1972–1974, 424 teacher applicants were asked to take the MAT and the EPPS when applying for teaching positions. During those years 13 secondary English teachers and 13 secondary arithmetic teachers were hired, and these teachers were the teacher sample in this investigation. The student sample consisted of 156 students, six for each teacher, randomly selected from each teacher's first year roster.

Generally, the findings gave limited support to the hypothesis that student achievement was associated with the interaction of teacher and pupil verbal ability in reading. In addition, depending on the subject area, teacher verbal aptitude and personality characteristics interacted at varying levels to be related to student achievement. Specific significant relationships were as follows: 1. Teacher and student verbal ability interacted to be associated with student achievement in TAP English, subtest Reading, $p < .01$. 2. Five teacher EPPS personality traits were linearly related to student achievement: EPPS n endurance correlated with student achievement in ITBS Arithmetic, subtest Problem Solving, $p < .01$; in TAP English, subtest Reading, EPPS n achievement and n intraception were related to student achievement, $p < .01$ and $p < .05$ respectively. EPPS n deference was related to student achievement in TAP English, subtest Literature, $p < .05$. 3. Seven teacher verbal aptitude and EPPS personality trait interactions were significant for pupil achievement: teacher verbal aptitude and EPPS n order, $p < .05$, n intraception, $p < .01$, and n aggression, $p < .01$, interacted to be associated in ITBS Arithmetic, subtest Problem Solving; teacher verbal ability and EPPS n aggression interacted, $p < .05$, for student achievement in TAP English, subtest Reading; teacher verbal aptitude and EPPS n achievement, $p < .01$, n intraception, $p < .05$, and n endurance, $p < .05$, were associated with pupil achievement in TAP Mathematics. 4. The grade given to the student by the teacher was the dependent variable in the last hypothesis. Teacher and student verbal abilities interacted to be associated with pupil grade in TAP Mathematics, $p < .05$.

There was insufficient evidence to recommend the use of these instruments as discriminating among teachers at the time of hiring. However, considering the findings within the limitations of measurement and sample characteristics, there are implications for future research. Many of the relationships appeared to be other than linear. They may be curvilinear or may take another form. Secondly, two EPPS variables, n intraception and n aggression, appeared twice. This suggests that these qualities bear further attention. N aggression interacted with high teacher verbal aptitude consistently for student achievement. Finally, the interaction between teacher and pupil verbal abilities for student achievement in reading suggested that a broader definition of verbal ability, possibly a linguistic or cognitive style, might be useful.

AN ANALYSIS OF THE DISCOURSE STRUCTURE OF THE ENGLISH CLASSROOM Order No. 7802183

KLUWIN, Thomas Norbert, Ph.D. Stanford University, 1977. 219pp.

A modified Sinclair and Coulthard discourse analysis system was used in the study. Source of the utterance, teacher ↔ pupil, was crossed with the major discourse functions of inform, elicit, and direct to form exchanges. Exchanges were identified as sequences of speaker turns. Individual speaker turns were called moves and paradigmatic discourse variation within turns were called acts. Moves were syntagmatically segmented into starters, pre-heads, heads, post-heads, and selects to describe the possible discourse variations within a turn.

The descriptive section of the paper showed that the discourse structure of teachers' speech was relatively simple. That is, their moves usually consisted of a single act. Pupil talk occurred considerably less often and was highly dependent on teacher talk. Teachers initiated more exchanges than pupils and more exchanges tended to be teacher elicitations. Generally the teachers refrained from giving very many directives.

Teacher Elicits were often not prefaced by any type of act that would help the pupils process the question. Pupil Inform exchanges consisted of very brief, frequently less than clause length utterances, which were met with little or no comment from the teacher. Pupil Elicit exchanges dealt with immediate and topically relevant matters and were structurally simple.

By calculating the probabilities of the occurrence of certain combinations of exchanges, four types of "transactions" were derived. The most probable sequence was the interactive, where teachers elicited information. The next most likely sequence of exchange was informative where the teacher presented multiple part content. The juncture transactions were patterns where the teacher mixed elicit and inform exchanges as boundaries within lessons. Directive sequences were sets of exchanges where the teacher either had students desist from an activity or the teacher structured an activity.

The frequency of the major categories of discourse, the exchanges, was apparently unrelated to either the ability or the verbal frequency of the teachers. More experienced teachers were more likely to mark the start of the opening moves of Teacher Inform exchanges, to use pre-head in that exchange, and to use an inform post-head. This suggested a tendency on the part of the more experienced teachers to "frame" their information, a technique characteristic of much oral information transmission.

The more experienced teachers were more likely to precede the head of the opening move of a Teacher Elicit exchange with an inform as well as following the head with an inform act. The preceding of the head with an inform or direct act to call attention to the information that the teacher was seeking was probably a useful procedure while following the head with another act suggested that the more experienced teachers were less willing to wait and were offering "hints." It was encouraging to note that the more experienced teachers were more willing to use an act in the head of the follow-up move although this often only consisted of repetition of the student's remarks.

There were no particular differences noted in the structures of the Teacher Direct exchange.

Except for an inverse relationship between Student Fluency and Teacher Inform exchanges, no results were found in the relationship between pupil variables and discourse categories.

This study has shown that it was possible to successfully describe segmentable sequential units of classroom interaction in a reliable fashion and to draw useful conclusions from these results. It has shown that it was possible to describe different teaching "styles" in reasonably precise fashion. While the study has shown that many discourse features of experienced teachers were helpful to the student, it also suggested the features that may be maladaptive.

TOWARD CONSCIOUS TEACHING: THE PERSONAL SOURCES ENGLISH CLASS IN THE COMMUNITY COLLEGE Order No. 7803052

McCRACKEN, Timothy Edward, Ed.D. New York University, 1977. 396pp. Chairman: Professor Gordon Pradl

As an English teacher I had always been unsatisfied with the basic underlying behavioristic assumptions about the teaching of English on the college level which tended to ignore the student and teacher as persons and which viewed language as information to be taught rather than a very human activity to be learned.

Thus, I was drawn to the newer, humanistic trends in teaching as developed by Carl Rogers, Clark Moustakas, George Leonard, William Glasser, William Schutz, Herbert Kohl, and David Holbrook among others. I tried to adapt some of their approaches to my classes only to find the real different from the ideal in classroom practice. Gradually, however, I began to see three limitations to these approaches. First, many of these approaches were in areas outside of English. Second, all of these approaches were done on the elementary and secondary level. And third, none of these approaches provided more than superficial accounts of how to enact these approaches in real classroom situations. They were, in short, more inspirational than operational.

The present study is an attempt to make operational a consistent model of teaching known as the Personal Sources Model, with the underlying thrust being to make teaching a conscious activity. In order to accomplish this, there must first be an examination of my teaching history prior to the 1975 Fall semester, the time period of this study, to highlight what were my general assumptions about the teaching of English and the change these assumptions underwent. One insight gathered in this process was that I did not teach with any consistent philosophy of education or a consistent view on the nature of the human condition. That philosophy which most appealed to my own images of the nature of man is existentialism. The structuring of a consistent philosophy, the second part of this study, led to a major problem: existentialists had little to say about education. Existentialism had a great deal to say, however, to psychologists like Carl Rogers, Abraham Maslow, Glasser and Schutz who are part of a branch of humanistic psychology known as Third Force psychology. Third Force psychology has specific implications for teaching and these implications have been detailed by Bruce Joyce and Marsha Weil in Models of Teaching under the title Personal Sources Model. The existential characteristics of Third Force psychology and the specific structures of the four approaches of the Personal Sources model are the substance of the third part of the present study. However, as detailed as Joyce and Weil are as to the syntax of these four approaches, two things needed to be done before a consistent approach to teaching could be established. First, the four Personal Sources approaches needed to be synthesized in one working model. And second, this one model needed to be adapted to the college English classroom. The fourth chapter of this study deals specifically with the detailing of the Personal Sources English Class.

The heart of this dissertation, however, is to describe and analyze the enactment of a consistent approach to teaching, the daily struggle of making the ideal real. Centering on specific days, problems, and classroom experiences, the bulk of this study presents, in narrative form, a living picture of my attempt to realize the Personal Sources English Class.

Since the emphasis of this study has been to make teaching a conscious activity, the insights I have gained from this one semester's worth of teaching is the substance of the concluding chapter.

A MODEL CURRICULUM FOR COMMUNITY COLLEGE-BOUND HIGH SCHOOL ENGLISH STUDENTS BASED ON COMMUNITY COLLEGE AND HIGH SCHOOL ENGLISH TEACHERS' PERCEPTIONS OF THE HIGH SCHOOL ENGLISH CURRICULUM

MUSSO, Edna H., Ed.D.
Florida Atlantic University, 1977

While educators have always been aware of the need for articulation between and within school systems, they seldom are able to plan effectual movement from high school to the community college. The problem of high school/community college articulation is compounded by the newness of the community colleges, and the overwhelming problems of high school administration. The fragmented English curriculum is in special need of coordination. The lack of articulation between high schools and community colleges is especially wasteful in states like Florida where most college-bound high school seniors go to a community college, but no coordinating programs were found to exist between the school systems. Where articulation programs are in effect, they are so productive that they inspire additional and continuing articulation.

To help provide information that would promote a smooth and successful transfer from high school English to community college English, this study surveyed five Broward County, Florida, high school English faculties, and both of the Broward Community College (North and Central Campuses) English faculties. A survey instrument was designed to yield information which could be used to plan a model curriculum and specify those educational objectives which need articulating. The survey instrument listed fifty-three traditional instructional objectives of the high school English curriculum and asked the respondents if they perceived these objectives as being overemphasized, adequately emphasized or in need of greater emphasis in a high school English program for the community college-bound student. The objectives which the community college perceived as needing greater emphasis were the basis for a model curriculum emphasizing the basic skills of composition, with particular emphasis on expository writing. Also, the high school and community college teachers' perceptions were compared. As a result, it was recommended that high school and community college English teachers meet to assign priorities regarding literature, speech, the research paper, vocabulary, and grammar, because there was much disparity concerning these skills. It was further recommended that high school English teachers be made aware of the fact that while they believe they are doing an adequate job of teaching expository writing spelling, sentence construction, pronoun usage, pronoun/antecedent agreement, and apostrophe usage, the community college teachers want these skills to be emphasized even more. As a substantial amount of time is already allotted to these skills, the study suggests a shift to teaching which incorporates criterion-referenced testing, alternate teaching methods, and individualization; in other words, diagnostic-prescriptive teaching. Order No. 77-28,781, 191 pages.

EDUCATING TOWARD LIFE: NEW WAYS TO TEACH CREATIVE WRITING AND LITERATURE Order No. 7800770

SHAW, Fran Weber, Ph.D. Union Graduate School, 1973. 185pp.

The book is basically for teachers of literature, creative writing, and composition, at the college level. Topical, told with humor, it combines personal teaching experiences, quotations from a wide variety of sources, and sample classes, using a collage format which is intended to strike the mind as well as the eye, and allow the reader to feel the impact of events much as the author lived them. The last third of the book is "Tools for Trade" (a dozen sample classes).

The foreward (including "Chromosome Damage amidst Neanderthals" and "Under the Wire") tells why the book was written and what kind of students and teachers can benefit. Next, "Autogyro" combines personal experiences with quoted material in an attempt to capture the cultural "feel" of the times and lend perspective to the emerging story.

The author recounts her first experience, a rather "mixed" success, teaching creative writing at the University of Hartford ("Jane Austen? Isn't that the brand of cupcakes they sell at the A & P?"). She describes her attempts to link theory with practice, and includes a student critique of the course ("Star Pupil Flunks Teacher"). Moving to Loretto Heights College in Colorado--perhaps the ideal teaching situation for experimentation--she speaks of the aim of education becoming the means for making real growth possible for student and teacher. She speaks of helping students to write as effortlessly as a tree makes leaves, and includes a "haiku cycle" (group imagist poem).

Next, in "She's Funny, she's hip, but she's WHITE", she describes teaching an all-black six-credit daily course in Literature and Composition. She discusses the Good Student Game, team teaching, grading, class resistance and suspicion and overcoming it, grafitti, teaching nuts and bolts such as grammar ("Hiding his nuts in the tree, John watched the squirrel").

"Setting up the Devil's Workshop: A Sampling of In-Class Events" is the last third of the book, and includes a variety of sample classes, suggested exercises, and student responses. Classes demonstrate experiential ways to teach literature and creative writing, focusing on relaxation, communication through lived experience, sensory openness, making it new. Techniques include guided fantasy to music, waking-dream states (yielding a "peak" experience from which words freely flow), and free-writing. Experiments with literature include classes designed around such texts as the poem by Yeats, "Leda and the Swan". The author reminds us that the point of these classes is to stimulate the reader to think of things to do in his own classes, using his own favorite materials and finding ways to make them truly come alive.

SCHOOL ENGLISH AND SOCIAL ORDER: NINETEENTH CENTURY BACKGROUND TO THE WORK OF THE COMMITTEE OF TEN AND ITS CONFERENCE ON ENGLISH

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WRIGHT, Evelyn Cullander, Ph.D. Northwestern University, 1977. 242pp. Director: Wallace W. Douglas

In this study, the background of the first national curriculum report in the United States, the Report of the Committee on Secondary School Studies of the National Education Association (1892), commonly known as the Report of the Committee of Ten, and the "Report" of its Conference on English, is investigated within an interpretive framework offered in Max Weber's writings, especially those on the "rationalization" of education and training in bureaucracy. Since Weber regarded nineteenth-century educational conflicts as a struggle between the "cultivated man" and the "specialist type of man," the study begins with a review of the Yale Faculty "Report" of 1828, written to defend the classical-humanist curriculum against critics who wanted the study of Latin and Greek made optional. The Yale curriculum, designed for the liberal education of boys destined to become leading citizens, was the traditional "social condition for membership" in a ruling stratum, but suffered loss of prestige when men without a college degree, after studying modern subjects in academies or high schools, began to achieve success in business and economic and political influence in their communities.

After the Civil War, Charles William Eliot, president of Harvard from 1869 to 1909 and a spokesman for the American University Idea, argued that college education ought to prepare boys for performing specialized tasks in a society where complex public issues are decided by professionals, since common men were incapable of making responsible decisions. Eliot proposed to maintain the leadership of educated classes by offering specialist training in the college elective system and in professional schools.

To insure adequate lower-school preparation for college specializations, Eliot proposed to increase entrance requirements in classical subjects and to broaden requirements to include modern subjects, including English composition and literature. Subsequently, Eliot encouraged leaders among lower schoolmen to make themselves into professionals by setting standards of achievement in school subjects, and he challenged the colleges to set uniform entrance examinations. He was appointed chairman of the Committee of Ten, which set up subcommittees of experts in each of the subjects entering into high school programs and into college entrance requirements. These subcommittees, or Conferences, made recommendations for teaching and testing subject matter in the schools. Their recommendations were summarized and presented in schedules in the Committee Report.

The Conference on English described a high school course to introduce pupils to the literary and linguistic studies included in the modern university subject and to teach them to write acceptable compositions. The Conference recommended that "no pupil should be admitted to college who . . . is very deficient in ability to write good English," and similarly, that a pupil's standing in the lower grades should depend "in part" on his use of "clear and correct" English. The teaching of "clear and correct" English, a non-specialist matter but critical for promotion or failure, was assigned to elementary school teachers, whose presumed lack of culture required that educated men write textbooks to establish models and standards for children and teachers. Agreements and conflicts about what constitutes educated usage and methods of teaching it are traced in the Conference "Report," in professional reports and articles, and in school textbooks. Sources of textbook models and methods of teaching are identified. It is concluded that the need for establishing standards for the sifting and sorting processes of public schools caused professional scholars and teachers to devise recommendations that were inconsistent with specialist scholarship in English, yet functional in the selective mechanisms of schools.

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